



**Intel® Teach Program**  
Essentials Online Course  
Module 6

August, 2008

## Module 6: Planning for Student Success

### Overview

#### Facilitator Corner

**Welcome to Module 6: Planning for Student Success!** Don't we all love motivated students who know just what to do and take charge of their own learning? This module's theme focuses on supporting student self-direction in any learner. In this module, you create resources to support students' learning and plan facilitation materials.

Take a moment to review the **Module Objectives** and **Module Questions**.

#### Module Objectives

Participants will:

- Share student samples and assessments
- Research ways to differentiate instruction for all students
- Create assessments for student self-direction
- Create support materials to scaffold student learning
- Modify Unit Plans
- Discuss challenges of differentiating instruction
- Reflect on their learning
- Self-assess their current facilitation practices
- Begin planning facilitation materials needed for units

#### Module Questions

- How can I help my students become self-directed learners?
- How can I support the diverse needs of learners?

When you are finished reviewing, proceed to **Pair and Share**.

## Module 6: Planning for Student Success

### Pair and Share

### Sharing Student Samples and Assessments

#### Facilitator Corner

In the previous modules, you have taken on the role of a student to create a student sample, and the familiar role of a teacher to create an assessment for your sample. During this activity, you share your assessment strategies, your student sample assessment, and your student sample with your Pair and Share group. The feedback you receive may help you improve your sample and your assessment strategies.

Refer to the Directions for **Module 6 Pair and Share: Providing Feedback on Student Samples and Assessments** for detailed instructions on providing feedback during this activity. This document is also available in **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that your Unit Plan, student sample, and student sample and assessment are attached or linked in your discussion thread and that you have written a message requesting any specific feedback you would like about your work.
2. Refer to the message sent at the beginning of the module titled, **Module 6 Pair and Share Groups**, to find the members of your group.
3. Review and give feedback to your group members on their assessment strategies. Consider the alignment between the student sample, the student sample assessment, and learning goals. Refer to the Unit Plan for context.
4. When providing feedback, use the **Portfolio Rubric** as a guide and follow the 3-2-1 strategy:
  - Ask three questions
  - Make two comments
  - Provide one suggestion
5. Provide any additional feedback requested by your partner.

**Offline Tip:** Download and review the Unit Plan, student sample, and assessment, and then compose your response.
6. If desired, provide feedback directly on the documents, using the revision review tools. See **Tips and Tools for Giving Feedback** in the **Resources** tab > **Assessment** link. When finished reviewing, rename the documents with your initials (such as, assessment\_feedback\_cb) and attach or link it to your reply.
7. Review feedback from your group members. If desired, incorporate ideas for modifying your student sample and assessment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Create Accommodations](#).

## Module 6: Planning for Student Success

### Activity 1: Creating Accommodations for All Learners

#### Facilitator Corner

Teachers want all students to meet standards and objectives, and reach their learning potential. The assessment plan you created gives you and your students important information about their learning. Students also have differences based on interests, personality, and preferred learning modalities. In this activity, you look at how the students in your classroom differ from each other, and you think of ways in which all students can successfully participate in your unit.

In this activity, you complete two steps:

- In Step 1, you read about different learning modalities and think about how this might impact the way you meet students' needs in your unit.
- In Step 2, you review strategies for accommodating all learners in your classroom (including students with special needs, nonnative language speakers, and gifted/talented students) and then draft the Accommodations for Differentiated Instruction section of your Unit Plan.

When students' needs are met in the classroom, they have better attitudes and better test scores (Cotton, 1998). All students need some accommodation or individualized support. The information that teachers gain from formative assessment helps them design instruction that meets the needs of all their students. Students also need environments that allow them to use their strengths and interests to build their knowledge and skills.

Tomlinson (2000) lists four ways in which teachers can differentiate instruction:

- **Content**—Adjust what students need to learn or how they get the information they need.
- **Process**—Recommend different ways of approaching the content.
- **Products**—Allow students to rehearse, apply, and extend what they have learned in a variety of ways.
- **Learning Environment**—Create a flexible classroom with quiet places and areas for interaction, and teach routines that create independence.

When you are ready, proceed to **Step 1**.

#### References

Cotton, K. (1998). Education for lifelong learning: Literature synthesis. Washington, DC: OERI. (Eric Document Reproduction Service No, ED 422 608)  
Tomlinson, C. A. (2000). Differentiation of instruction in the elementary grades. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.

Module 6: Planning for Student Success

**Activity 1: Creating Accommodations for All Learners**

**Step 1: Considering Different Learning Modalities**

Psychologists and educators have developed several frameworks for describing various ways in which students learn, such as visual-auditory-kinesthetic, left brain/right brain, and multiple intelligences. Explore various learning modalities.

1. Go to the **Thinking Skills Frameworks** section of the Intel® Education Designing Effective Projects resource.
2. Click **Learning Styles**.
3. Read about the different frameworks for understanding learning styles:
  - Visual-auditory-kinesthetic
  - Left brain/right brain
  - Multiple intelligences
4. Think about how this particular look at learning styles could have an impact on how you meet students' needs in your unit. If desired, record your ideas in your **Notebook**.

**1:1 Tip:** Individual computers often allow students to choose a method of receiving and using information that meets their learning styles. Students can use text readers, music, video, and simulations to learn new information. They can also use a variety of technology tools to demonstrate their learning.

When you are ready, proceed to **Step 2**.

## Module 6: Planning for Student Success

### **Activity 1: Creating Accommodations for All Learners**

#### **Step 2: Differentiating for Student Learning**

Providing for students with a range of learning abilities and nonnative language speakers in the regular classroom offers unique challenges for teachers. At the same time, instructional accommodations to support diverse needs can provide rich learning experiences for all students.

Meeting the needs of all students requires careful preparation and planning in unit design. All students need the right amount of scaffolding so that they feel confident and comfortable taking risks, and are working to become independent learners. Students with learning difficulties, nonnative language speakers, and students with exceptional abilities need different kinds of support. Some of this differentiation of support can be met with technology. Review the materials in the **Resources** tab for accommodating the needs of all learners and consider how you might include some of those strategies in your unit.

1. Go to the **Resources** tab > **Differentiation** link and review the strategies for accommodating all learners in your classroom:
  - **Teaching Students with Special Needs**
  - **Teaching Projects with Nonnative Language Learners**
  - **Teaching Gifted and Talented Students with Projects**
2. Review **Related Web Links** that include resources focusing on differentiation. What instructional strategies will help you meet student needs? You have the option of taking notes in your **Notebook** before proceeding to draft the Accommodations for Differentiated Instruction section of your Unit Plan

**Optional:** A **Differentiation Survey** is available that can help you self-assess ways you are already differentiating in your classroom. This self-assessment may assist you in the completion of this activity.
3. Write a draft of the strategies you will use to differentiate instruction. Use the Accommodations for Differentiated Instruction section of your Unit Plan.

**1:1 Tip:** Individual computers provide for differentiated learning:

- Students with special needs can access tailored tasks and information, communicate easily with people who can help them, and take advantage of adaptive equipment and software.
- Nonnative language speakers can often access information in their native language, allowing them to continue their content learning while they learn the mainstream language.

- Gifted and talented students are not limited to the classroom materials designed for their grade-level peers. They have access to information and tools to meet their goals, interests, and abilities.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Support Self-Direction](#).



Module 6: Planning for Student Success

**Activity 2: Supporting Student Self-Direction**

## Facilitator Corner

In student-centered classrooms, students are not always under the direct supervision of a teacher. To successfully manage their own learning, students need to be self-directed learners. Self-direction is an important lifelong learning goal for students of all ability levels. This 21st century skill is critical for success in school, life, and work.

Students who understand the ways in which they learn are more adept at using appropriate strategies to complete tasks successfully. Self-direction skills help students with special needs complete tasks successfully and independently at a level that challenges them to reach their potential.

During this activity, you explore a number of ways to use 'formative assessment' to help all students, especially those with special needs, become independent learners.

In this activity, you complete two steps:

- In Step 1, you review case studies in which formative assessments are used to differentiate instruction.
- In Step 2, you create an assessment that helps students take more control of their learning, such as one that supports self-direction, self-management, self-assessment, or reflection.

When you are ready, proceed to **Step 1**.

## Module 6: Planning for Student Success

### Activity 2: Supporting Student Self-Direction

#### Step 1: Thinking about Formative Assessments to Enhance Self-Direction

Unlike 'summative assessment', which occurs at the end of a unit or project, 'formative assessment' takes place throughout a project in formal and informal ways.

1. Read more about the role of **Formative Assessment** in supporting student self-direction. For future reference, this document is found in the **Resources** tab > **Assessment** link.
2. Go to the [Formative Assessment](#) section of the Intel® Education Assessing Projects resource and review one of the following case studies in which formative assessments are used to differentiate instruction and to help students learn content and become self-directed learners.
  - a. **Elementary Case Study**
  - b. **Middle School Case Study**
  - c. **High School Case Study**
4. Either download the document and save it in your **Course Resources** folder, or use a tagging or bookmarking site to highlight or make comments directly on the Web page.
  - a. Highlight the assessments that you find in the case study you selected.
  - b. Insert comments, such as questions, connections to your own experiences, or ideas you might like to try in your own classroom.

When you are ready, proceed to **Step 2**.

## Module 6: Planning for Student Success

### Activity 2: Supporting Student Self-Direction

#### Step 2: Creating an Assessment to Foster Self-Direction

Create an assessment that helps students take more control of their learning, such as one that supports self-direction, self-management, self-assessment, or reflection. If desired, click **Try It** in the Intel® Education [Assessing Projects](#) application and click **Demo** to review some of the application's features. You cannot save or modify assessments from the demo.

To create an assessment to promote student self-direction, choose from the following options:

- **Option 1:** Creating or modifying an assessment using Assessing Projects
- **Option 2:** Modifying an assessment from the Assessment Strategies section of Assessing Projects
- **Option 3:** Creating an assessment using word processing software

#### Option 1: Creating or Modifying an Assessment from Using *Assessing Projects*

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Go to [Assessing Projects](#).
2. Click **Workspace** and sign in.

**Note:** You previously set up a teacher workspace on the Intel® Education Web site. You can find your Teacher ID and password on your Login Information document saved in your **Course Resources** folder.

3. Use the Assessing Projects application to create or modify a self-direction assessment. Follow Intel® Education Help Guide steps as needed to search assessments, modify or copy traits, and export assessments to your Portfolio folder. Teaching Tools Group 4: Assessing Projects Application

**Offline Tip:** Edit the exported assessment in your word processing or spreadsheet software.

4. Add any formatting that will make your document easier for students to understand and complete.  
Word Processing or Spreadsheet areas
5. When you complete your assessment, save it in the **assessment** folder in your Portfolio folder.

When you are ready, complete your **Course Progress**.

## **Option 2: Modifying an Assessment from the Assessment Strategies Section of *Assessing Projects***

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Go to [Assessing Projects](#).
2. Click the **Assessment Strategies** tab at the top of the page.
3. Click **Encouraging Self-Direction and Collaboration** in the left navigation pane.
4. Browse the assessment methods in the left column.
5. Click a linked instrument in the right column.
6. Download the file for the assessment you want to use.
7. Modify the assessment to meet the needs of your unit.
8. Add any formatting that will make your document easier for students to understand and complete.  
Word Processing or Spreadsheet areas
9. When you complete your assessment, save it in the **assessment** folder in your Portfolio folder.

When you are ready, complete your **Course Progress**.

## **Option 3: Creating an Assessment Using Word Processing Software**

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Refer to the Word Processing area of the Intel® Education Help Guide for assistance in creating your assessment.  
Word Processing Groups 1–12
2. When you complete your assessment, save it in the **assessment** folder in your Portfolio folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Pedagogical Practices](#).

Module 6: Planning for Student Success

**Activity 3: Pedagogical Practices**  
**Supporting the Diverse Needs of Learners**

### Facilitator Corner

Determining the right level and type of challenge to help students grow to meet their potentials is critical when differentiating instruction. In this Pedagogical Practices discussion, you think about the kinds of support that will challenge students to expand their learning as they master new ideas and concepts.

1. Read **Scaffolding Student Thinking** in the **Resources** tab > **Differentiation** link.
2. Go to the **Course Wiki** tab and click the **Module 6 Pedagogical Practices** link.
3. Share tools and strategies you can use to support student learning in your unit.
4. Review your colleagues' ideas and respond to any of interest.

**Offline Tip:** Compose your thoughts in a word processing document before adding them to the wiki.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Support Materials**.

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**Activity 4: Creating Support Materials to Facilitate Student Success**

## Facilitator Corner

In this activity, you create a resource to support your students' self-directed learning during project work. This might be a document, template, or form. The support materials can specify choices that students must make about content, processes, and products. Students use these materials to make decisions that will enhance their skills and make good use of their talents and interests. Effective support materials also provide varying degrees of structure and content to help address students' special needs.

In this activity, you complete two steps:

- In Step 1, you explore sample resources to support student learning.
- In Step 2, you create your sample resource.

When you are ready, proceed to **Step 1**.

## Module 6: Planning for Student Success

### **Activity 4: Creating Support Materials to Facilitate Student Success**

#### **Step 1: Exploring Sample Resources to Support Student Learning**

In this step, you review examples of forms, templates, and documents that students can use to support their learning during a project. Although you create one type of support material during this activity, realize that students can also use wikis and blogs quite effectively to support their learning.

1. If desired, read background information about **Templates and Forms** in the **Resources** tab > **Student Support** link.
2. View example templates, forms, and documents in the **Resources** tab > **Student Support** link. If you want to take notes, you may find it helpful to open another window to review the examples and enter your notes in the **Notebook**. Alternately, use your tagging site to highlight and add comments.
3. Consider which templates, forms, or other documents you might use in your unit to support student learning.

**Classroom Tip:** Use evidence from the self-direction assessment to create or modify a document to support student learning.

**1:1 Tip:** When students complete individual tasks electronically, new opportunities for providing student support become available. Think about how you can take advantage of this feature of one-to-one computing environments when planning your student support materials.

4. Math literacy improves analytical and logical thinking, which can be used across the curriculum. Consider ways you can use math in your unit to improve your students' thinking skills. Resources for integrating math are located in the **Math Strategies** and **Math Examples** in the **Resources** tab > **Student Support** link.

When you are ready, proceed to **Step 2**.

## Module 6: Planning for Student Success

### Activity 4: Creating Support Materials to Facilitate Student Success

#### Step 2: Creating a Student Support Resource

In this step, you choose one of the following options to create a resource that students will use to support their learning during your unit:

- **Option 1:** [Creating a document](#)
- **Option 2:** [Creating a document template](#)
- **Option 3:** [Creating a presentation template](#)
- **Option 4:** [Creating a form](#)

**Note:** Think about Tomlinson's (2000) four ways of differentiating instruction as you create your student support resource:

- **Content**—Adjust what students need to learn or how they get the information they need.
- **Process**—Recommend different ways of approaching the content.
- **Products**—Allow students to rehearse, apply, and extend what they have learned in a variety of ways.
- **Learning Environment**—Create a flexible classroom with quiet places and areas for interaction, and teach routines that create independence.

#### Option 1: Creating a Document

Use word processing software to create your document.

Word Processing Groups 1–12

Save your document in the **unit\_support** folder in your Portfolio folder.

#### Adding Additional Design Features

Choose among the additional ideas for types of design and formatting features you may want to include in your document.

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

- Insert text as a decorative graphic. To add emphasis to your documents, add text as graphics to your titles or special comments.  
Graphics Skill 9.1: To make art out of words, or WordArt
- Change text wrapping styles for pictures. Text can interact with graphics in a variety of ways. Text can wrap around an image, appear in front of or behind an image, or appear only above and below an image.  
Word Processing Skill 5.4: To change the way words flow, or wrap, around a picture
- Create a watermark. A watermark is a background graphic that lightly shows behind your text. The picture is muted, or washed out, so that it does not compete with the text.  
Word Processing Skill 5.12: To add a light background picture, or a watermark



- Change an existing picture in a document to a watermark. Use a picture that is already in your document as a watermark.  
Word Processing Skill 5.13: To change an existing picture to a light background picture, or watermark
- Insert an automatic date field. If you insert an automatic date field, the date can update every time the document is printed or modified.  
Word Processing Skill 10.1: To put today's date into a document

When you are ready, complete your **Course Progress**.

### **Option 2: Creating a Document Template**

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Use any of the design features noted in **Option 1** to create a document.
2. Save your publication as a template in the **unit\_support** folder of your Portfolio folder.  
Word Processing Skill 10.4: To make and use your own document style, or template

When you are ready, complete your **Course Progress**.

### **Option 3: Creating a Presentation Template**

In this option, you can create a new template, or if you have a student sample presentation, you can use it as a basis for creating a template.

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Refer to the Multimedia section of the Help Guide, as needed.  
Multimedia area
2. Save your presentation as a template in the **unit\_support** folder in your Portfolio folder.  
Multimedia Skill 4.5: To make and use your own presentation style, or template

When you are ready, complete your **Course Progress**.

#### Option 4: Creating a Form

A form is a document with spaces reserved for entering information. You can create fill-in text boxes, check boxes, and drop-down lists.

**Help Guide:** Use the Intel® Education Help Guide if you need assistance in completing any technology skills identified below.

1. Begin a form. Open the toolbar for creating forms.  
Word Processing Skill 10.10: To create a form
2. Insert form fields. Create fields where you want readers to insert information in your form.  
Word Processing Skill 10.10: To create a form
3. Protect a form. Before you distribute a form that users will view and complete, you must protect it so that users can enter information only in the designated areas. If you do not protect the form, the form elements, such as drop-down menus and check boxes, will not function.  
Word Processing Skill 10.10: To create a form
4. When finished, save your form in the **unit\_support** folder in your Portfolio folder.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Revisit Unit Plan](#).

#### References

Tomlinson, C. A. (2000). Differentiation of instruction in the elementary grades. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.

## Module 6: Planning for Student Success

### Activity 5: Revisiting My Unit Plan

#### Facilitator Corner

This activity provides another opportunity for you to review and further refine your Unit Plan. In this activity, you look at ways to include activities and strategies in your unit that encourage self-direction and differentiation for all students. Specifically you need to revisit your Assessment Summary, Instructional Procedures, and Accommodations for Differentiated Instruction sections.

1. Review your **Unit Plan Checklist** in the **My Work** tab > **Course Progress** link.
2. Revise the Assessment Plan section of your Unit Plan to include additional assessments in which students plan and make choices about their own learning, reflect on their thinking processes (metacognition), and assess their own progress.
3. Modify the Instructional Procedures section to include how you are planning to use the student support materials you created, and implement any differentiation strategies you described.
4. Revise your Accommodations for Differentiated Instruction section using what you have learned in this module.

**Note:** Consider Tomlinson's (2000) principles of differentiation as you revise your Unit Plan.

- **Content**—Adjust what students need to learn or how they get the information they need.
- **Process**—Recommend different ways of approaching the content.
- **Products**—Allow students to rehearse, apply, and extend what they have learned in a variety of ways.
- **Learning Environment**—Create a flexible classroom with quiet places and areas for interaction, and teach routines that create independence.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to [Reflect on Learning](#).

## **References**

Tomlinson, C. A. (2000). Differentiation of instruction in the elementary grades. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.

Module 6: Planning for Student Success  
**Activity 6: Reflecting on My Learning**

### Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has helped you think about self-directed learners and the role of differentiation.

Review the guiding questions and key points for **Module 6: Planning for Student Success** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

### Module Questions

- How can I help my students become self-directed learners?
- How can I support the diverse needs of learners?

### Key Points

- Transitioning to a student-centered classroom demands adjustments from both students and teachers:
  - o Teachers must work with students to help them develop self-direction skills.
  - o Students must take an active role in their own learning.
- Teachers can differentiate instruction in four ways:
  - o Content
  - o Process
  - o Products
  - o Learning Environment
- Teachers can look at learning styles in several ways, including visual-kinesthetic-auditory, left brain/right brain, and multiple intelligences.
- Accommodating the needs of all learners requires appropriate scaffolding so that students become confident, independent learners.

In the following modules, you will build on these concepts as you discuss implementation strategies for your unit and the effective management of technology.

When you are ready, proceed to **Step 1**.

## Module 6: Planning for Student Success

### **Activity 6: Reflecting on My Learning**

#### **Step 1: Blogging My Journey**

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.

1. Go to your personal blog, create an entry that reflects on self-directed learners and the role of differentiation. Give it a title and invite comments from your colleagues.
2. Write about any other insights, questions, or concerns you want to address in your reflection.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.



## Module 6: Planning for Student Success

### Wrap-Up

#### Facilitator Corner

**Congratulations!** You completed **Module 6: Planning for Student Success**.

Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 6 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

When you are ready, proceed to **Plan Ahead**.

## Module 6: Planning for Student Success

### Planning Ahead

#### Considering Facilitation Resources

#### Facilitator Corner

Teachers and students require substantial support as they move from a teacher-centered classroom to one in which students take an active role in their own learning. In this activity, you consider how technology can support you and your students as you transition to the new roles. You then plan for a facilitation resource you could create to support your role as a facilitator. Keep in mind the difference between student-support materials and facilitation materials. Facilitation resources you create are used by teachers. For example, you might create a resource such as a classroom wiki to share information with students and parents, a presentation that models a thinking process, a spreadsheet to track students' progress on projects, or an online survey to gather information. Student-support materials, such as project plans and checklists, are used by students.

As you move from traditional teacher to facilitator, you need to hone your skills in helping students construct their own learning. Use the results from this self-assessment to help plan the facilitation materials you will create in Module 7.

1. Reflect on your current facilitation practices by completing the **Facilitation Self-Assessment** in the **My Work** tab.
  - a. Using the questions in the first column, conduct a quick self-assessment of your behaviors, classroom climate, and project implementation strategies that support a student-centered classroom.
  - b. In the second column, add to the ideas listed for how technology could help you become more of a facilitator and make your classroom more student-centered.

**1:1 Tip:** Effective facilitation is critical in a classroom where students often work individually on tasks and projects. Consider the particular demands and benefits of a one-to-one environment when you fill in the facilitation chart.
2. Review your self-assessment and choose areas you would like to emphasize more frequently in your classroom. Think about some possible facilitation materials you could create to address these areas.
3. For examples of facilitation materials to use before, during, and after a project, read **Facilitating Projects** in the **Resources** tab > **Facilitation** link. For additional information on moving to a more student-centered classroom, review facilitation resources in the **Resources** tab > **Facilitation** link.
4. If you wish, use your **Notebook** to record your ideas. You will review and add to these notes in Module 7 when you plan your facilitation resource. **Note:** If you are collaborating with other teachers on your Unit Portfolio, discuss how you can best

work as a team on this planning activity. Consider using a collaborative Web site, such as those referenced in the **Collaborative Web Sites** in the **Resources** tab > **Collaboration** link.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M7: Facilitating with Technology**.

**Note:** If you are collaborating with other teachers on your Unit Portfolio, discuss how you can best work as a team on this planning activity. Consider using a collaborative Web site, such as those referenced in the **Collaborative Web Sites** in the **Resources** tab > **Collaboration** link.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M7: Facilitating with Technology**.